



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

MISCELLANEOUS NOTES AND COMMENT

OUR BLIND SPOT

THE blind spot of our public school system is the rural school. Our civilization rests upon our rural population. If, therefore, our country civilization fails our whole American civilization fails. The success of a democratic civilization depends entirely upon the intelligence and character of the majority of its citizens. We are distinctly a rural people. We cannot make our citizens of high intelligence and noble character except through our rural schools. That we may save ourselves and our Democracy we must strengthen our rural schools and so remove our blind spot.—L. A. W.

BACK-TO-SCHOOL DRIVE

THERE is no time like the present to indicate a "Back-to-school Drive." The draft revealed wholly unrealized conditions like the following, due to our failure to enroll and retain children in school.

"There are 700,000 men registered for army service who cannot read or write. They cannot sign their names. They cannot read the manual of arms. They cannot read the orders posted on bulletin boards. They cannot understand the signals, or follow the signal corps in time of battle."

How much less can they win the victory of success in time of peace! Get and keep the children in school! —L. A. W.

THE NEED FOR AMERICANIZATION

THERE can be neither unity in ideals nor in purpose unless there is some common method of communication through which may be conveyed the thought of the Nation. All Americans must be taught to read and write and *think* in one language; this is a primary condition to that growth which all nations expect of us and which we demand of ourselves.

What should be said of a world-leading democracy wherein 10 per cent of the adult population can not read the laws which they are presumed to know?

What should be said of a democracy which sends an army to preach democracy wherein there was drafted out of the first 2,000,000 men a total of 200,000 men who could not read their orders or understand them when delivered, or read the letters sent them from home?

What should be said of a democracy which calls upon its citizens to consider the wisdom of forming a

league of nations, or passing judgment upon a code which will insure the freedom of the seas, or of sacrificing the daily stint of wheat or meat for the benefit of the Roumanians or the Jugo-Slavs, when 18 per cent of the coming citizens of that democracy do not go to school?

What should be said of a democracy in which one of its sovereign States expends a grand total of \$6.00 per year per child for sustaining its public school system?

What should be said of a democracy which is challenged by the world to prove the superiority of its system of government over those discarded, and yet is compelled to reach many millions of its people through papers printed in some foreign language?

What should be said of a democracy which expends in a year twice as much for chewing gum as for school books, more for automobiles than for all primary and secondary education, and in which the average teacher's salary is less than that of the average day laborer?

What should be said of a democracy which permits tens of thousands of its native-born children to be taught American history in a foreign language—the Declaration of Independence and Lincoln's Gettysburg speech in German and other tongues?

What should be said of a democracy which permits men and women to work in masses where they seldom or never hear a word of English spoken?

Yet, this is all true of the United State of America in this year of grace 1918, wherein was fought the Second Battle of the Marne and the Battle of Argonne Forest.—HON. FRANKLIN K. LANE, Secretary of the Interior.

MATH TEACHERS TO MEET

THE Association of Teachers of Secondary Mathematics will held its regular mid-winter meeting at Greensboro, February 7th and 8th, under the auspices of the State Normal College. Dr. David Eugene Smith, of Teachers' College, Columbia University, New York, will speak Friday night on: "The Origin and Development of Mathematics" (Illustrated); Saturday morning at ten o'clock on: "A Comparative Study of European and American Methods of Teaching Mathematics." All teachers of mathematics, whether members of the Association or not, are urged to attend. There will be no fees or assessments.—W. W. R.